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ABSTRACT

The 1983 6-week summer school program of the District of Columbia Schools provided remedial courses to elementary and secondary students in reading and mathematics, in courses needed for promotion and graduation, and in developing career and entry level skills for student interns. In evaluating the program, this report found that the average percentage of skills mastered in reading ranged from 33 percent to 74 percent. In mathematics the average percentage of mastery was from 16 percent to 53 percent. Passing grades were received by 75 percent of the secondary students, enabling them to graduate or be promoted. The student interns assisting as tutors were highly rated by principals, teachers, and students; the overall effectiveness of the program was similarly highly rated. The report's three recommendations cover (1) staff selection procedures, (2) tutoring and internship services, and (3) staff summer school preparation activities. The report recommends that the registration procedure be improved by including former staff in the planning process and that transmission of accurate and complete checklists to summer school teachers be made more efficient. Included with the report are two appendixes, one including the summer school evaluation design and the other including the 27 tables of data. (MD)

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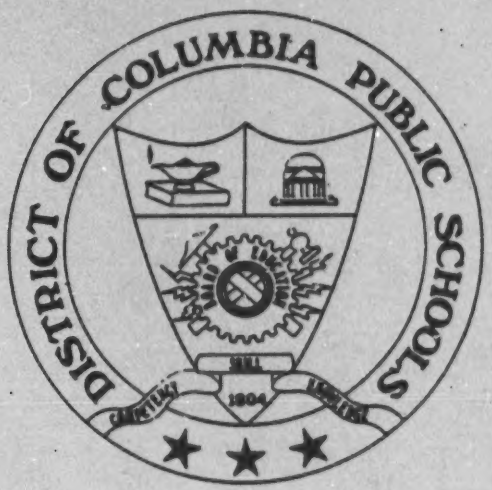

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1983 SUMMER SCHOOL

Final Evaluation Report

EA 016 303

FLORETTA D. MCKENZIE
SUPERINTENDENT OF SCHOOLS

SEPTEMBER 1983

District of Columbia Public Schools

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SUMMARY OF FINDINGS AND RECOMMENDATIONS

SUMMARY

The 1983 Summer School Program was planned and implemented under the administration of the Division of Adult, Continuing Education, and Staff Development. The program provided remediation instructional services to 6,681 elementary students in levels 1A through 6B as reported in the Summer School Office's Final Data Report, dated August 11 and 3,453 secondary students, grades 7 through 12 as indicated by the report of final grades provided by the Summer School Accounting System.

The evaluation of the 1983 Summer Program was designed to collect and analyze data which measured the extent to which program objectives were reached. The evaluation findings are summarized in this section for each program objective.

> Given six weeks of instruction in reading and mathematics in the 1983 summer school, identified students who were retained in the same grade, or promoted to transitional status in grades 1 through 6 will master identified skills in reading and/or mathematics as indicated by objectives completed on their individual objectives checklist.

A ten percent sample of the approximately 13,000 checklists completed by elementary summer school teachers was randomly selected for a total of 1,336. The analyses of the reading checklists indicates that the average percent of skills mastered by students during summer school ranged from 33 to 74 percent. The average percent of mastery in mathematics ranged between 16 and 53 percent. The number of skills to be mastered at each instructional level in mathematics is greater than that of reading resulting in a lower percentage of mastery for a comparative number of skills. Considering that the length of summer school is six weeks (about one-third) of the approximate eighteen weeks of a semester in the regular school year, the rate of skills' mastery of students in summer

school is comparable to or exceeds the rate that would be required in order for them to complete the checklists in the regular school semester at all levels of reading. In mathematics, comparable performance was observed in three of twelve instructional levels and between 20 to 30 percent mastery was observed in all but three of the remaining levels.

> Given six weeks of instruction in the 1983 Summer School, students in grades 7 through 12 who have failed courses needed for promotion will acquire specified skills and meet course requirements for promotion or graduation.

After six weeks of instruction, 3,425 secondary students (grades 7 through 12) received final grades. Of this number, 75 percent passed course requirements which would enable them to graduate or to be promoted. This percent of students that passed is comparable to the results for the 1982 Summer School Program.

> Given seven weeks of participation in the 1983 Summer School, identified 14 and 15 year old students will tutor elementary grade students in reading and mathematics, and will acquire specified skills through the basic skills/educational enrichment and career exposure training component of the Summer School.

Student interns were hired to assist summer school teachers through a program funded by D.C. Government and administered by Associates for Renewal in Education (ARE). The evaluation of this objective conducted by D.C. Public Schools was limited to measuring the effectiveness of the tutoring services.

Items rating the services of tutors were included in questionnaires completed by elementary principals, teachers, and students. They were almost unanimous in their opinion that tutors were effective. At every grade level, "tutors" were ranked near the top of the list of those aspects of summer school most enjoyed by the students.

Given seven weeks of participation in the 1983 Summer school, identified 16 through 21 year olds youth will gain career exposure and entry level as administrative and educational interns.

Student interns were also a part of the program administered by ARE and assigned to the elementary schools. Again, the evaluation objectives was to measure the effectiveness of interns which was accomplished through questionnaire ratings provided by principals and teachers. All of the principals, except the small number not responding, considered interns as effective or very effective. Teachers either rated interns as effective or very effective or did not respond. In a few on-site observations conducted by evaluation staff, it appeared that interns were more likely to work with principals.

In addition to assessing the attainment of program objectives, the evaluation was to measure the overall effectiveness of the summer program in the opinion of staff and students. Principals, teachers, and students were uniform in their positive assessment of the program. Registration/ application procedures, checklist information, and class-size were the only aspects of summer school that received less than satisfactory ratings by a sizable proportion of respondents.

Recommendations

Based upon responses of the participants, the following aspects of the 1983 Summer School should be continued:

1. The procedures for the selection of staff has resulted in competent, committed, and cooperative professionals who are responsible for the delivery of instructional services in the summer program.

2. The tutoring and internship services provided by ARE at the elementary centers received high ratings from staff and student participants.

3. Summer school preparation activities for staff seemed adequate, although there was some suggestion that more was needed.

Aspects of summer school which require improvement are:

1. Registration procedures at all levels - as was suggested, involving former summer school staff in the planning process may be most productive in identifying solutions to the problem which is generally the most frequent criticism of past summer school programs.

2. Although related to the registration process at the elementary level, it is essential to develop efficient procedures for transmitting SPP checklists both accurate and complete to summer school teachers.

While not reported as a part of this evaluation, there was some indication that summer school staff did not continue instruction of students at the same level as that recommended by the regular school teacher. This condition, however, may result from the summer school teacher not having an adequate report of skills not mastered by the student.

It may be that the Automated Instructional Management System (AIMS) which is scheduled to be operational in all schools the spring of 1984 will provide the instructional continuity needed between the regular and summer school programs. If AIMS is not available, pre-planning in early spring is required with participants representing the concerns of regular and summer school, automated services, and program evaluation to develop specific procedures to facilitate the recording, transmittal, and reporting of instructional needs and performance. According to the Director of the Ballou Data Processing Center, data summaries of daily student attendance reports and other information provided to the Summer School Office and the report of final grades achieved by secondary students reflected in this

final evaluation would not have been available without the assistance of secondary students hired by DCPS to enter the summer school data into the information system. Pre-planning for data needs which incorporates the availability of student resources could provide an effective expansion of the data system to meet both program and evaluation information needs while providing career skill training opportunities to DCPS students.

PART I

Introduction

The 1983 Summer School Program, administered under the aegis of the Division of Adult, Continuing Education, and Staff Development was designed to provide remediation instructional services to approximately 8,500 students in grades one through six, and approximately 3,000 students in grades seven through twelve. Students attended 15 elementary and 4 secondary centers.* The purpose of this report is to present the evaluation findings of the 1983 Summer School Program.

Program Objectives

The objectives of the 1983 Summer School were the following:

- Given six weeks of instruction in reading and mathematics in the 1983 summer school, identified students who were retained in the same grade, or promoted to transitional status in grades one through six will master identified skills in reading and/or mathematics as indicated by objectives completed on their individual objectives checklist.

- Given six weeks of instruction in the 1983 Summer School, students in grades seven through twelve who have failed courses needed for promotion will acquire specified skills and meet course requirements for promotion or graduation.

- Given seven weeks of participation in the 1983 Summer School, identified 14 and 15 year old students will tutor elementary grade students in reading and mathematics, and will acquire specified skills through the basic skills/ educational enrichment and career exposure training component of the Summer School.

- Given seven weeks of participation in the 1983 Summer School, identified 16 through 21 year old youths will gain career exposure and entry level skills as administrative and educational interns.

* Source: 1983 Summer School Program Plan - May 1983

Evaluation Objectives

Based upon the program objectives, the following evaluation objectives were initially defined:

- To determine the extent to which students attending summer school acquired additional skills in reading and/or mathematics as determined by mastery of items on the skills checklist.
- To determine the proportion of students (grades seven through twelve) who earned a passing grade for promotion or graduation.
- To determine the extent to which tutors provided assistance to elementary teachers.
- To determine the extent to which interns provided assistance to elementary teachers.
- To determine staff opinion of the Summer School Program.

Evaluation Design and Presentation of Findings

The program and evaluation objectives structure the focus of the evaluation design (Appendix A). The other design components identify the procedures for data collection and analyses.

Findings of the evaluation are presented by component in narrative form in Part II: Elementary and Part III: Secondary. The tables, presenting the data which are the basis for the narrative description, are contained in Appendix B.

PART II

Evaluation Findings: Elementary Component

Skills Mastery of Elementary Students in the 1983 Summer School Program

The 1983 Summer School was a remediation program for students who needed additional instruction for promotion or were promoted to transitional status in grades one through six. The Competency-Based Curriculum was the basis of reading and mathematics instruction.* The Student Progress Plan Objectives Checklist in Reading and Mathematics was selected as the instrument for assessing and reporting students' academic performance.

At the conclusion of Summer School, the Division of Quality Assurance selected a ten percent sampling of approximately 13,000 checklists (reading and mathematics) from the Summer School Office for a total of 1,336. The number of skills mastered by the student, number of objectives for the instructional level, and a code for reading or mathematics was entered into the computer for each of the 12 levels (1A - 6B). For each subject (reading and mathematics), the average number and percent of skills mastered were computed. The results are shown in Appendix B, Tables 1 and 2.

* Source: 1983 Summer School Program Plan - May 1983

The results in reading indicate that the average number of skills mastered ranged from 5.6 in level 2A to 9.9 in 2B. The average percent of skills mastered ranged between 33 percent (level 2B and 2A) and 74 percent (levels 5A and 5B). Since the number of skills at each level vary, the same number for averages mastered does not result in a comparable percent in each of the respective levels.

The results in mathematics indicate that the average number of skills mastered ranged between 4.3 (level 1A) and 10.1 (level 2B). Average percent of mastery ranged between 17 percent (level 6A) and 53 percent (level 1B).

A review of the computed results indicates that the percent of reading skill mastery of students in levels 1A thru 6B, in the 1983 Summer School Program was relatively higher than the percent of mathematics skill mastery. However, it is important to note that the number of objectives for mathematics is greater than the number of objectives for reading at each level except level 1B.

In order to determine the opinion of principals, teachers, and students participating in the Summer School Program, the Division of Quality Assurance constructed and distributed program evaluation questionnaires to all Summer School Centers (via school mail). Questionnaires were prefaced with a cover letter to principals and teachers. Returned questionnaires were tallied and percents computed.

Responses of Elementary Principals to the 1983 Summer School Evaluation Questionnaire

Responses were received from the fifteen assistant principals detailed to head the summer elementary centers. Their responses are shown in Appendix, Tables 3 and 4.

Generally, principals indicated that preliminary summer school planning was effective. The operation and management factors rated most effective were staff development activities, the relationship with the regular building staff, and the assistance provided by interns and tutors. Tutors' attitudes toward children and student discipline were rated excellent; teachers' cooperativeness and knowledge of subject content were also rated as excellent.

Some of the problems encountered by elementary principals were incomplete and inaccurate checklists, admitting students without applications and/or checklists, and a lack of instructional materials and supplies. Recommendations included revision of the checklists, no on-site summer registration, the involvement of principals in initial summer school planning, the development of a separate action plan for elementary and secondary components, and a pre-summer school staff development meeting for regular teachers, ARE teachers, coordinators and principals.

Responses of Elementary Teachers to the 1983 Summer School Program Evaluation Questionnaire

The elementary teachers questionnaire addressed the following factors: Instruction, Management, Student, and Staff. A detailed description of teachers responses are shown in Appendix 3, Table 5 and 6. Teachers' responses indicated that the team teaching approach was effective, and the range of students' instructional levels was manageable. Conversely, teachers responses reveal that students did not have completed checklists, equipment and supplies were not available for use on the first day of summer school, and supplementary materials (i.e. CBC, guides, books) were not readily available. Generally, the teachers agreed that summer school was beneficial to students, and students attended classes daily. In addition, the assistance provided by ARE tutors was rated as effective.

The major difficulties encountered by teachers were incomplete and inaccurate checklists; limited supplies, instructional guides and textbooks; overcrowded classes; and multi-ranged reading and mathematics levels in classes. The recommendation most frequently cited was that all summer school registration applications should be accompanied with accurate checklists verified by the signature of the winter school principal.

Responses of Elementary Students to the Summer School Program Evaluation Questionnaire - Grades 1-3

The responses of 2,101 students in grades 1 through 3 (Appendix B, Tables 7 through 10) show that many students indicated they improved reading and mathematics skills in summer school and that they were tutored. Some factors the students liked best about summer school were mathematics, classwork, reading, teachers and tutors. Factors the students disliked included lunch, reading, mathematics and hot classrooms.

Responses of Elementary Students to the Summer School Program Evaluation Questionnaire - Grades 4-6

Students responses reveal that a majority learned new skills in reading and mathematics, and received tutoring assistance (Appendix B, Tables 11 through 14). Many of the fourth graders indicated that what they enjoyed most about summer school was having a tutor. Generally students enjoyed mathematics, their teachers, and learning new skills. Areas of dissatisfaction frequently cited were lunch, unfriendly people, hot classrooms and coming to summer school.

Part III

EVALUATION FINDINGS: SECONDARY COMPONENT

Academic Outcomes of Secondary Students in the 1983 Summer School Program By Grade and By Region

Computer printouts containing the final grades of secondary students, in grades 7 through 12, for all the secondary summer centers were obtained from the Ballou Computer Center. These printouts were used as the basis for analysis of academic outcomes. The categories designated for reporting the results were Passed, Failed, Withdrawn, and Other. Passed indicates grades of A+ thru D-; Failed denotes grades of F+ - F- the Withdrawn refers to students who left the program for any reason. Other denotes "exceptions" to the specified grading categories.

Statistical outcomes are reported in Appendix B, Table 15.

Analyses of the computer data indicated the following:

- Final grades were reported for 3,425 students in grades 7-12. The final grades for twenty-eight students were reported as UNKNOWN (no grade level was specified)

- There was a total of 857 students in Region A receiving final grades. Sixty-seven percent of these students passed and thirty-two percent failed. Students, in grades 8 and 12, represent the highest percentage of those passing in Region A.

- Nine hundred and twenty students in Region B received final grades. Eighty-five percent passed and nine percent failed. Students, in grades 11 and 12, represent the highest percentage of those passing in Region B.

- In Region C, 845 students received final grades. Eighty-one percent passed and eleven percent failed. Students in grades 11 and 12 represent the highest percentage of those passing in Region C.

- Eight hundred and three students received final grades in Region D. Sixty-seven percent passed and ten percent failed. Students, in grades 9 and 12, represent the highest percentage of those passing.

- Percentages of students classified Withdrawn by region are: Region A (1%), Region B (5%), Region C (7%) and Region D (22%).

A data summary indicates that in total, 3,425 secondary students in grades 7-12 received final grades. Seventy-five percent of these students passed, fifteen percent failed and nine percent withdrew. The highest percentage of passing students was grade 12: eighty-four percent; the lowest, sixty-seven percent, occured at grade 7.

Responses of Secondary Principals to the 1983 Summer School Program Evaluation Questionnaire

Three of the four secondary principals completed and returned the evalution questionnaire. The factors assessed were Preliminary Planning, Operation and Management, Instructional Process, Teachers, Students and Other Staff. Their responses are reported in Appendix B, Tables 16 and 17.

The three principals rated all of the sub-factors with one exception, effective or very effective. Two principals rated the following subfactors as very effective: The Summer School Action Plan, provisions for classroom space, supplies, materials and equipment, staff development activities and provisions for transporation. All three principals rated teacher factors as excellent. Student discipline was rated excellent and student attendance, satisfactory. Pre-registration procedures were rated not effective by two of the three principals.

Some problems encountered by principals were insufficient staff at the beginning of summer school, incomplete application/recommendation forms and obtaining grades from winter schools. The recommendations of secondary principals for program improvement included revision of the summer school application/recommendation form, efficient pre-registration procedures, starting summer school after July 4th to allow more planning time for instructional staff, and availability of computers for instruction.

Responses of Secondary Teachers to the 1983 Summer School Program Evaluation Questionnaire

Ninety-nine of 116 secondary teachers completed and returned the evaluation questionnaire, for a response rate of 85 percent. Teachers rated the following factors: Instruction, Management, Students, and Staff. According to results reported in Appendix B, Tables 18 through 19, teachers indicated that the teacher-student ratio was satisfactory, supplementary materials (textbooks, grades, etc.) were available; adequate space was available for classes and labs; students mastered course objectives; staff meetings were informative; also, staff, administrators and teachers worked cooperatively. Most teachers indicated that students were enrolled in course(s) for remediation and not enrichment.

Items cited as major difficulties were lack of a sufficient number of English teachers, no assistance for students reading below grade level, and unclear student attendance policy. Teachers noted that the factor which facilitated their role in the summer program was cooperativeness among administrators, staff and community aides.

Program improvement recommendations cited were smaller class size (20:1 or 15:1), close summer school registration on the last day of regular school or the first day of summer school, limit instructional hours to three, wherein, the teacher could use the fourth hour for planning, and hire more teachers prior to summer school.

Responses of Secondary Students to the 1983 Summer School Program Evaluation Questionnaire - Grades 7-12

The secondary student evaluation questionnaire was completed by 2,132 (approximately two-thirds) students. Their responses are reported in Appendix B, Tables 20 through 27. Generally, their responses indicate the following: Summer school helped them acquire necessary academic skills and teachers were

helpful. To the question: "Do you have reading problems?"; most students indicated that they did not on the questionnaire. Students' responses show that the scheduling of classes was a problem to some degree for more than half of the students in grades 9 and above.

Students' recommendations for the improvement of summer school include more teachers, flexible breaks, air-conditioned classes, more and better textbooks and supplies, smaller classes, being allowed to take more than one course, and shorter class periods.

APPENDIX A

SUMMER SCHOOL EVALUATION DESIGN

1983 SUMMER SESSION EVALUATION DESIGN

Program Objective	Evaluation Objective	Instrument	Data Collection and Schedule	Analysis
1. Given six weeks of instruction in the 1983 summer school, identified students who were retained in the same grade or promoted to transitional status in grades one through six will master identified skills in reading and/or mathematics as indicated by objectives completed on their individual objective checklist.	To determine the extent to which students attending summer school acquired additional skills in reading and/or mathematics as determined by mastery of items on the Skills checklist.	Form 303 for Reading and Mathematics	Required data will be entered by each center on Form 303 at the conclusion of summer school and submitted to the Summer School Office on 8/12/83. The Summer School Office will forward completed forms to the Division of Quality Assurance (DQA) for processing.	Descriptive statistics will be used to analyze collected results.
2. Given six weeks of instruction in Summer School, students in grades seven through twelve who have failed courses needed for promotion, will acquire specified skills and meet course requirements for promotion or graduation.	To determine the proportion of students who earned a passing grade for promotion or graduation.	Final Grade list	Final grade lists will be completed by Secondary Centers and submitted to the Summer School Office on 8/12/83. The Summer School Office will forward completed grade lists to DQA.	Descriptive statistics will be used to anayze collected results.
3. BASIC SKILLS - Given seven weeks of participation in the 1983 Summer School, identified fourteen and fifteen year old students will tutor elementary grade students in reading and mathematics and will acquire specified skills through the Basic Skills/educational enrichment and career exposure training component of the summer school.	To determine the extent to which tutors provided assistance to elementary teachers. (The skills acquired, as a result of participation, will be measured by ARE, sponsor of the Basic Skills Program.)	Questionnaire (Classroom Teachers)	Questionnaire will be developed by DQA and distributed to centers for administration between 7/25-29/83.	Descriptive statistics will be used to analyze collected results.
4. Given seven weeks participation in the 1983 Summer School, identified sixteen through twenty-one year old youth will gain career exposure and entry level skills as administrative and educational interns.	To determine the extent to which interns provided assistance to elementary teachers. (The skills acquired as a result of participation, will be measured by ARE, sponsor of the Intern Program.)	Questionnaire	Questionnaire will be developed by DQA and distributed to centers for administration between 7/25-29/83.	Descriptive statistics will be used to analyze collected results.
5. Objectives One and Two.	To determine staff opinion of the Summer School program.	Questionnaire	Questionnaire will be developed by DQA and distributed to centers for administration to principals, teachers, and students between 7/25-29/83.	Descriptive Statistics will be used to analyze collected results.

Prepared by
Division of Quality Assurance
February 1983

APPENDIX B

TABLE 1

AVERAGES AND PERCENTAGES OF SKILLS MASTERED BY STUDENTS IN READING

GRADES 1-6

INSTRUCTIONAL LEVEL	NUMBER OF OBJECTIVES	AVERAGE MASTERED	PERCENT MASTERED
1A	17	6.6	39
1B	15	8.0	53
2A	17	5.6	33
2B	14	9.9	71
3A	19	9.6	51
3B	11	8.1	74
4A	17	9.1	54
4B	16	8.1	51
5A	12	7.9	66
5B	12	8.2	68
6A	13	7.2	55
6B	13	8.5	65

TABLE 2

AVERAGES AND PERCENTAGES OF SKILLS MASTERED BY STUDENTS IN MATHEMATICS

GRADES 1-6

INSTRUCTIONAL LEVEL	NUMBER OF OBJECTIVES	AVERAGE MASTERED	PERCENT MASTERED
1A	19	4.3	23
1B	15	8	53
2A	18	6.8	38
2B	20	10.1	51
3A	33	6.2	19
3B	29	4.6	16
4A	28	6.6	24
4B	33	7.1	22
5A	25	6.3	25
5B	23	5.8	25
6A	29	4.8	17
6B	20	6.1	31

TABLE 3

RESPONSES OF ELEMENTARY PRINCIPALS TO THE
SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE
N=15

	Percent of Responses			
	Very Effective	Effective	Not Effective	No Response
1. PRELIMINARY PLANNING				
a. Pre-summer school planning	40	53	0	7
b. Summer School Action Plan	47	53	0	0
c. The initial principals' meeting	40	47	0	13
d. Summer School Orientation Meeting	47	47	0	6
2. OPERATION AND MANAGEMENT				
a. Registration procedures (Pre)	20	40	20	20
b. Registration procedures (On-site)	53	33	7	7
c. Procedure for assigning students to summer centers	40	46	13	1
d. Provisions for classroom space, supplies, materials, and equipment	33	47	7	13
e. The building environment	53	33	13	1
f. Provisions for transportation of students	7	67	0	26
g. Staff development activities	67	13	7	13
h. The relationship with the regular building staff	93	7	0	0
i. The relationship with ARE staff	87	13	0	0

TABLE 3 (continued)

	Percent of Responses			
	Very Effective	Effective	Not Effective	No Response
3. INSTRUCTIONAL PROCESS				
a. The checklist (completed by the regular school) as a basis for instruction	27	47	13	13
b. Assistance by interns and tutors	60	27	7	6
c. Average class size	40	40	13	7

	Excellent	Satis-factory	Unsatis-factory	No Response
4. TEACHERS				
a. Knowledge of subject area	93	7	0	0
b. Instructional preparation (daily)	73	27	0	0
c. Level of cooperation	80	13	0	7
5. STUDENTS				
a. Discipline	60	33	0	7
b. Motivation to master specified objectives	40	60	0	0
c. Attendance	13	80	0	7
6. INTERNS				
a. Work attitude	67	27	0	6
b. Academic skills	40	47	0	13
c. Attitude toward children	67	27	0	6
7. TUTORS				
a. Attitude toward children	86	13	0	1
b. Assistance to teachers	73	27	0	0
c. Academic skills	27	73	0	0
8. OTHER STAFF				
a. Adequacy of skills	53	40	0	7
b. Cooperation	67	33	0	0

TABLE 4

OPEN-ENDED RESPONSES OF ELEMENTARY PRINCIPALS TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

Question/Responses	Number of Responses
What were the strengths of the summer school program at your center?	
Competent teachers	14
Effective on-site registration procedures	10
Positive attitude of staff and teachers	10
Cooperative staff	9
Team teaching	8
Administrative leadership	7
Support from the Summer School Office	6
Modified Joplin Plan	2
What were the weaknesses of the summer school program at your center?	
Incomplete winter school checklists; verification of checklists was time consuming; Securing checklists from the winter school	13
Large classes	10
Lack of instructional materials and supplies	8
Lack of office machines	7
Irregular student attendance	6
No air conditioning	6
Poor physical plant	5
No enrichment program	3

TABLE 4 (continued)

Question/Responses	Number of Responses
List problems you encountered implementing the summer program.	
Incomplete checklists	13
Lack of accurate checklists impeded progress	9
Missing checklists	7
Checklists and accompanying applications were incomplete	5
Admitting students without applications and/or checklists	6
Security assistance on a consistent basis	6
Lack of instructional materials and supplies	6
Lack of available substitute staff	4
No planning time for teachers and aides	4
List your recommendations for improving future summer programs.	
All students must have accurate checklists accompanying their registration form	9
Have summer school principals involved in initial planning for summer school	5
No on-site summer school registration	4
Checklist revision	4
Closer screening of application recommendation forms for determining student eligibility for Summer School	4
Pre-summer school staff meeting for regular teachers, ARE teachers, co-ordinators, and principals	3

TABLE 4 (continued)

Question/Responses	Number of Responses
List your recommendations for improving future summer programs. (continued)	
Summer school principal should have an accurate listing of all personnel and students assigned to his/her school, two weeks before summer school begins	7
Supplies, materials, equipment and instructional guides should be available on the first day of Summer School	6
Winter school should send a listing of expected Summer school enrollees along with the reading and mathematics instructional levels for summer school students	5
Delete the lunch program	3
Increase appropriations for schools with ARE Program or create a separate budget	2
Develop separate Summer School Action Plans, elementary and secondary components	2

TABLE 5

RESPONSES OF ELEMENTARY TEACHERS
TO SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE
N=228

	Percent of Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. INSTRUCTIONAL FACTORS						
a. The teacher-student ratio was satisfactory.	12	37	1	18	16	16
b. The team teaching approach was effective.	30	31	13	2	0	24
c. The scheduling of classes was satisfactory.	30	51	2	3	0	14
d. The checklist (completed by the regular school) facilitated instruction.	10	35	7	23	12	13
e. Supplementary materials i.e., CBC guides, books) were available.	9	29	2	16	30	14
2. MANAGEMENT FACTORS						
a. Student registration procedures were efficient.	15	42	9	16	5	13
b. Students from DCPS had completed checklists.	6	26	8	40	12	8
c. Equipment, and supplies were available for use on the first day of summer school.	4	30	3	27	25	11
d. The classroom space was adequate and comfortable.	27	37	2	15	14	5
e. Tasks (i.e., record-keeping, attendance charting, etc.) were manageable.	17	58	2	8	3	12
f. The range of students' instructional levels was manageable.	14	56	0	10	6	14

TABLE 5 (continued)

	Percent of Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
3. STUDENT FACTORS						
a. Students attended classes daily.	12	61	0	10	3	14
b. Students completed homework assignments.	7	58	2	18	6	9
c. The summer school program was beneficial to students.	25	56	1	4	2	12
d. Most students were enrolled for enrichment.	4	10	3	52	18	13
e. Most students were enrolled for remediation.	36	46	1	6	0	11
4. STAFF FACTORS						
a. Staff meetings were informative.	33	55	4	2	0	6
b. ARE tutors were effective.	29	53	3	2	0	13
c. Summer interns were effective.	14	21	24	2	0	39
d. Administrators, teachers and staff worked cooperatively.	53	35	1	0	0	11
e. The educational aides worked effectively.	46	33	6	1	4	10

TABLE 6

OPEN-ENDED RESPONSES OF THE ELEMENTARY TEACHERS TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE
N=228

Question/Responses	Number of Responses
List the major difficulties you encountered implementing the Summer Program.	
Incomplete and inaccurate checklists from the winter school	95
Limited supplies, equipment, materials, textbooks and poor access to CBC guides	85
Multi-ranged reading and mathematics levels in a class	65
Overcrowded classes	50
Student discipline	30
Poor physical condition of the building	47
Late receipt of student roster	15
Too much paper work	10
Open space (teach-learning setting)	25
No daily planning time	15
Poor student attendance	10
Lack of cluster and survey tests	15
On-site registration procedures	10

TABLE 6 (continued)

OPEN-ENDED RESPONSES OF THE ELEMENTARY TEACHERS TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

Question/Responses	Number of Responses
List the factors which facilitated your role in the Summer Program.	
Cooperative principal and coordinator	80
Supportive staff and teachers	95
ARE tutors and educational aides	85
Team members	45
Experience as a teacher	35
Teaching only one subject	20
Availability of supplies	15
The challenge to help students improve their skills	10
Use of Success In Reading	10
Comfortable building	8
Use of the Joplin Plan	5
Use of visual aids	5

TABLE 6 (continued)

OPEN-ENDED RESPONSES OF THE ELEMENTARY TEACHERS TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

Question/Responses	Number of Responses
What are your recommendations for future Summer School Programs?	
All summer school registration applications should be accompanied with an accurate checklist verified by the signature of the winter school principal	65
All instructional materials, equipment and CBC guides should be available on the first day of summer school	55
Summer school staff development and inservice training for teachers, aides and tutors	26
Reduced class size (15:1)	23
No open enrollment	15
Define specific remediation guidelines for summer school	15
Define specific procedures for reporting student progress	12
Design a checklist for summer school	10
Enrichment classes should be offered	10
Self-contained classroom	10
Eliminate the checklists	5

TABLE 7

RESPONSES OF ELEMENTARY STUDENTS TO SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE ITEMS

GRADES 1-3

Question	Percent of Responses by Grade								
	Grade 1 N=			Grade 2 N=			Grade 3 N=		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
1. Did you learn how to read better in summer school?	88	6	6	88	7	5	92	6	2
2. Did you learn mathematics skills in summer school?	86	9	5	92	4	4	93	5	2
3. Did you have difficulty with your summer school assignment?	53	44	3	47	52	1	40	59	1
4. Did an older boy or girl help you with your summer school work?	87	10	3	85	12	3	93	6	1
5. Did you work hard to pass summer school?	93	5	2	94	4	2	96	3	1
6. Was your summer school homework easy?	88	10	2	74	24	2	76	23	1
7. Did you walk to summer school?	57	38	5	57	42	1	58	41	1
8. Would you like to go to summer school next year?	45	48	7	31	63	6	83	16	1

TABLE 8

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 1 (N=580)

Question/Responses	Number of Responses
Name one thing you liked best about the summer school.	
Class work	102
Mathematics	98
Reading	65
Teachers	46
Tutors	40
Everything	22
Lunch	21
Field Trips	15
Home work	15
Manipulatives (games, puzzles, etc.)	15
Working with other students	14
Cutting, coloring, pasting	13
Handwriting	10
Rhyming words	8
Playing on the playground	7
Learning music (on the intercom)	4
Gym	3
Library	3
Spelling	1
Promotion to another grade	1

TABLE 8 (continued)

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 1 (N=580)

Question/Responses	Number of Responses
Name one thing you disliked about the summer school.	
Lunch	33
Mathematics	30
Reading	24
Hot classrooms	24
Fighting	22
Too much school work	21
Getting up early to come to summer school	18
Home work	15
Nothing	15
Cheating	15
Playing	12
Handwriting	10
Noises in class	8
Walking to school	7
Talking in class	5
Bathrooms	4
Coloring, cutting and pasting	4
Punishment	4
Going to summer school	4
Open space	3
Studying consonants	2
Recess	1
Green paper chalkboard	1
Work	1
Sitting on the floor	1
Rules	1
No movies	1

TABLE 9

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 2 (N=696)

Question/Responses	Number of Responses
Name one thing you liked best about the summer school.	
Mathematics	155
Reading	105
Classwork	85
Teacher	67
Tutor	45
Lunch	37
Everything	30
Learning	27
Homework	27
My classmates	18
Getting out half-a-day	15
The school	12
The bus driver	6
Music (singing songs)	5
Studying vowels	5
Manipulatives (games, puzzles, etc.)	5
Playing on the playground	3

TABLE 9 (continued)

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 2 (N=696)

Question/Responses	Number of Responses
Name one thing you disliked about the summer school.	
Reading	76
Lunch	66
Mathematics	36
Unfriendly people	30
Homework	28
Coming to summer school	27
Fighting	25
Open space classes	22
The school	20
Hot classrooms	20
Classwork	18
Walking to school	17
Nothing	15
The dirty bathrooms	15
Playing in class	11
Tests	6
Writing	6
Cheating	6
Being punished	6
Everything	5
Spelling	5
Rules	1
Changing classes	1

TABLE 10

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 3 (N=865)

Question/Responses	Number of Responses
Name one thing you liked best about the summer school.	
Mathematics	147
My teacher	130
Reading	90
My tutor	65
Classwork	38
Promotion	35
Lunch	21
Homework	20
Getting out early	20
Field Trips	20
Classmates	20
Everything	6
Manipulates (games, puzzles, etc.)	5
Handwriting	1
Test-taking skills	1

TABLE 10 (continued)

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 3 (N=865)

Question/Responses	Number of Responses
Name one thing you disliked best about the summer school.	
Lunch	120
Hot classrooms	50
Unfriendly people	40
Fighting	35
Reading	35
Classwork	30
Mathematics	30
Open space classrooms	27
Home work	26
No gym classes	25
Getting up early in the morning	20
Handwriting	10
The school	10
Coming to summer school	10
Walking to school	7

TABLE 11

RESPONSES OF ELEMENTARY STUDENTS TO SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE ITEMS

GRADES 4-6

Question	Percent of Responses by Grade								
	Grade 4 N=866			Grade 5 N=845			Grade 6 N=747		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
1. Did you improve your reading skills in summer school?	92	7	1	89	10	1	88	11	1
2. Did you improve your mathematics skills in summer school?	90	9	1	89	11	0	88	11	1
3. Did you like having an older boy or girl help you in summer school?	91	8	1	89	10	1	86	13	1
4. Did you learn new skills in summer school?	87	13	0	85	14	1	88	11	1
5. Did you work hard to pass your summer classes?	92	7	1	94	5	1	94	5	1
6. Would you like to go to summer school next year?	12	87	1	8	92	0	27	72	1
7. Did you have difficulty with summer school assignments?	46	53	1	43	57	0	41	58	1

TABLE 12

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 4 (N=866)

Question/Responses	Number of Responses
Name one thing you enjoyed about summer school.	
Tutors	165
Mathematics	133
Teachers	122
Classwork	78
Reading	77
Learning new skills	65
Getting out half-a-day	41
Classmates	27
Everything	22
Promotion	16
Going to different classes	10
Open space classes	10
Bus ride to summer school	8
Lunch	7
Test-taking skills	6
Writing	2
Field Trips	2

TABLE 12 (continued)

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 4 (N=866)

Question/Responses	Number of Responses
Name one thing you disliked about summer school.	
Lunch	155
Unfriendly people	51
Coming to summer school	43
Reading	35
Fighting	33
Open Space	30
Mathematics	25
Classwork	25
Hot classrooms	22
Home work	13
Walking to summer school	12
Bugs in the water fountain	10
Writing	8
Test-taking skills	3

TABLE 13

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 5 (N=845)

Question/Responses	Number of Responses
Name one thing you enjoyed about summer school.	
Mathematics	170
Tutors	128
Teachers	102
Reading	81
Getting out half-a-day	75
Classwork	73
Learning new skills	70
Working with my classmates	55
Lunch	15
Promotion	15
Changing classes	12
Everything	11
Test-taking skills	10
Field Trips	8

TABLE 13 (continued)

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 5 (N=845)

Question/Responses	Number of Responses
Name one thing you disliked about summer school.	
Lunch	150
Hot classrooms	78
Coming to summer school	54
Unfriendly people	52
Reading	40
Homework	35
Fighting	32
Mathematics	29
Open space classrooms	25
Dirty bathrooms	20
Test-taking skills	16
Changing classes	7
Walking to summer school	6
Sitting on the floor	3

TABLE 14

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 6 (N=747)

Question/Responses	Number of Responses
Name one thing you enjoyed about summer school.	
My teacher	160
Mathematics	132
My tutor	105
Classwork	82
Learning new skills	61
Classmates	60
Reading	56
Getting out half-a-day	50
Changing classes	15
Lunch	10
Promotion	10
Test-taking skills	7
Field Trips	7
Break-time	1

TABLE 14 (continued)

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 6 (N=747)

Question/Responses	Number of Responses
Name one thing you disliked about summer school.	
Lunch	106
Coming to summer school	50
Unfriendly people	47
Hot classrooms	37
Reading	36
Fighting	35
Open space classrooms	32
Homework	30
Mathematics	20
Changing classes	12
Walking to summer school	11
Test-taking skills	2

TABLE 15

ACADEMIC OUTCOMES OF SECONDARY STUDENTS IN 1983 SUMMER SCHOOL BY GRADE, BY REGION*

Region/School	Grade	Percentage of Students % Passed	% Failed	% Withdrawn	% Other
	7	60	40	0	0
	8	76	23	1	0
Region A	9	66	31	2	1
(Ballou)	10	55	40	4	0
	11	70	28	2	0
	12	74	25	1	0
TOTAL = 857		67	32	1	0
	7	81	10	9	0
	8	79	17	4	0
Region B	9	89	5	6	0
(Roosevelt)	10	80	13	7	0
	11	92	4	4	0
	12	91	7	2	0
TOTAL = 920		85	9	5	0
	7	74	11	15	0
	8	76	19	4	1
Region C	9	77	19	3	1
(Spingarn)	10	78	9	11	1
	11	87	6	7	0
	12	94	2	3	0
TOTAL = 845		81	11	7	0
	7	62	10	27	0
	8	61	15	23	1
Region D	9	67	7	25	0
(Anacostia)	10	66	9	24	1
	11	73	10	17	0
	12	74	9	17	0
TOTAL = 803		67	10	22	0
	7	67	23	10	0
	8	73	19	9	0
	9	75	15	10	0
	10	73	14	12	0
	11	83	10	7	0
	12	84	11	5	0
GRAND TOTAL = 3,425		75	16	9	2

* Does not include 28 students for which no grade level was specified

TABLE 16

RESPONSES OF SECONDARY PRINCIPALS TO THE
SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

	Percent of Responses			
	Very Effective	Effective	Not Effective	No Responses
1. PRELIMINARY PLANNING				
a. Pre-summer school planning		100		
b. Summer School Action Plan	66	33		
c. The initial principals' meeting		100		
d. Summer School Orientation Meeting		100		
2. OPERATION AND MANAGEMENT				
a. Registration procedures (Pre)		33		66
b. Registration procedures (On-site)		100		
c. Procedure for assigning students to summer centers		100		
d. Provisions for classroom space, supplies, materials, and equipment	66	33		
e. The building environment	33	66		
f. Provisions for transportation of students	66	33		
g. Staff development activities	66	33		
h. The relationship with the regular building staff	66	33		

TABLE 16 (continued)

RESPONSES OF SECONDARY PRINCIPALS TO THE
SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

	Percent of Responses			
	Very Effective	Effective	Not Effective	No Response
3. INSTRUCTIONAL PROCESS				
a. The application/recommendation for as the basis for instruction		33	66	
b. Average class size	66	33		

	Excellent	Satis-factory	Unsatis-factory	No Response
4. TEACHERS				
a. Knowledge of subject area	100			
b. Instructional preparation (daily)	100			
c. Level of cooperation	100			
5. STUDENTS				
a. Discipline	100			
b. Motivation to master specified objectives	66	33		
c. Attendance		100		
6. OTHER STAFF				
a. Adequacy of skills	66	33		
c. Cooperation	66	33		

TABLE 17

OPEN-ENDED RESPONSES OF THE SECONDARY PRINCIPALS TO THE SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

N=3

Question/Responses	Number of Responses
What were the strengths of the summer school program at your center?	
Collaborative efforts on part of faculty and staff	3
Staff development	2
Teachers assigned to teach the same subject area they taught in regular school	2
Air Conditioned building highly motivated student body	1
What were the weaknesses of the summer school program at your center?	
Securing books, supplies, and junior high instructional materials	3
Poor condition of the physical plant	2
Poor classroom ventilation	2
Lack of clerical personnel and educational aides	1
Security personnel not always available	1
Lack of access to science lab equipment	1
Conflicts between students' school schedule and job schedule	1

TABLE 17 (continued)

OPEN-ENDED RESPONSES OF THE SECONDARY PRINCIPALS
TO THE SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

N=6

Question/Responses	Number of Responses
List problems you encountered implementing the summer program.	
Summer School application/recommendation forms were not properly completed	2
Insufficient staff at the beginning of Summer School	2
Obtaining grades from the winter school	1
Access to office machines	1
List your recommendations for improvement of future summer program.	
Revise the summer school application/recommendations forms	2
Enforce summer school registration deadlines	2
Improve pre-registration procedures	2
Hire teachers according to number of applicants in a particular subject content area	2
Provide summer school administrators with computerized printouts of summer school students at least two weeks before summer school centers open	2
Summer school for grades 9-12 only	1
Start summer school after July 4th to allow more planning time for instructional staff	1
Provide computers for instruction	1
House summer school centers only in air conditioned building	1

TABLE 18

RESPONSES OF SECONDARY TEACHERS
TO THE SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

N=99

	Percent of Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1. INSTRUCTIONAL FACTORS						
a. The teacher-student ratio was satisfactory.	32	34	2	22	7	3
b. The team teaching approach was effective.	8	27	50	4	1	10
c. The scheduling of classes was satisfactory	34	54	4	3	1	4
d. The instructional information provided on the application/ recommendation form was used to facilitate your instruction.	14	40	8	23	8	7
e. Supplementary materials were available (textbooks, guides).	30	54	0	8	7	1
2. MANAGEMENT FACTORS						
a. Student registration procedures were efficient.	22	46	12	16	2	2
b. Equipment and supplies were available for use on the first day of summer school.	18	36	11	24	10	1
c. Adequate space was available for classes, labs, etc.	38	50	1	7	3	1
d. Record-keeping tasks were manageable	35	58	2	3	1	1
3. STUDENT FACTORS						
a. Students attended classes regularly.	10	77	0	9	3	1
b. Students mastered course objectives.	10	80	3	1	0	6
c. Students completed homework assignments.	10	67	1	13	2	7

TABLE 18 (continued)

RESPONSES OF SECONDARY TEACHERS
TO THE SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

N=99

	Percent of Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
3. STUDENT FACTORS (continued)						
d. Most students were enrolled in course(s) for enrichment.	2	7	5	41	43	2
e. Most students were enrolled in course(s) for remediation.	45	44	2	2	3	4
4. STAFF FACTORS						
a. Administrator, teachers and staff worked cooperatively.	57	41	0	1	0	1
b. Supportive services were effective (community and special education aides and security officers).	28	47	17	5	2	1
c. Staff meetings were informative.	40	49	4	6	0	1

TABLE 19

OPEN-ENDED RESPONSES OF THE SECONDARY TEACHERS
TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE
N=99

Question/Responses	Number of Responses
List the major difficulties you encountered implementing the Summer Program.	
Unclear student attendance policy	13
Large class sizes	12
Lack of textbooks	10
Poor physical condition of the school	10
Incomplete registration forms	10
Late hiring of teachers	9
Scheduling students for more than one course	8
Equipment for science classes not available	6
Lack of a sufficient number of English teachers	5
Lack of reading materials for deficient readers	5
No assistance for deficient readers	4
Students assigned to wrong courses	4

TABLE 19 (continued)

OPEN-ENDED RESPONSES OF THE SECONDARY TEACHERS
TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE
N=99

Question/Responses	Number of Responses
List the factors which facilitated your role in the the Summer Program.	
Cooperative administrator, staff and community aides	35
Cooperative teachers and co-ordinators	18
Cooperative and enthusiatic students	13
Experience as a teacher	8
Team partner	6
Availability of supplies	6
Access to the computer room	4
Management factors	3
Summer School assignment at regular winter school	3
Office space	1
Supportive services	1

TABLE 19 (continued)

OPEN-ENDED RESPONSES OF THE SECONDARY TEACHERS
TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE
N=99

Question/Responses	Number of Responses
What are your recommendations for future Summer School Programs?	
Smaller class sizes (20:1 or 15:1)	24
Close summer school registration on the last day of regular school or the first day of summer school	15
Limit instructional hours to three, wherein, the teacher could use the fourth hour for planning	12
Air conditioned buildings only for Summer School	10
Hire more teachers prior to summer school	8
Information on application/registration form should be accurate	7
Reading specialist should be assigned to secondary center at the beginning of summer school	5
Base summer school center staff on the number of students applying for summer school by subject area	5
Daily pre-planning time for teachers	5
More equipment for Physical Education classes	3
Hire more clerical aides	3
Flexible break-time for students	3
Banneker students could work as peer tutors	2

TABLE 19 (continued)

OPEN-ENDED RESPONSES OF THE SECONDARY TEACHERS
TO THE 1983 SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE
N=99

Question/Responses	Number of Responses
What are your recommendations for future Summer School Programs? (continued)	
Longer break-time for teachers and students	9
Laboratory equipment and materials for science and mathematics classes	8
Stricter attendance policy	7
Charge all students a summer school fee	6
Place summer school teachers at their regular winter school	5
Assign teachers according to grade level they teach	4
Hire a media specialist or a librarian	2

TABLE 20

RESPONSES OF SECONDARY STUDENTS TO SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

Grades 7-9

Question	Percent of Responses by Grade								
	Grade 7 N= 336			Grade 8 N= 300			Grade 9 N= 342		
	Yes	Somewhat	No	Yes	Somewhat	No	Yes	Somewhat	No
1. Has summer school helped you acquire the academic skills you need?	86	12	2	79	19	2	82	14	4
2. Was your summer school experience beneficial?	82	13	5	66	28	6	72	20	8
3. Were your summer school teachers very helpful?	88	9	3	88	10	2	85	11	4
4. Were the course objectives explained to you?	90	5	5	84	11	5	85	10	5
5. Did you have problems registering for summer school?	17	8	75	23	10	67	17	10	73
6. Was the time of your class satisfactory?	74	11	15	64	20	16	43	20	37
7. Did you have difficulty with summer school course assignments?	15	26	59	14	22	64	15	20	65
8. Do you have reading problems?	11	15	74	14	19	67	12	10	78
9. Did the number of students in your class make it hard for your teacher to give you help?	30	15	55	18	18	64	14	11	75
10. Were you able to take the course(s) you needed?	90	3	7	84	5	11	87	4	9
11. Was summer school beneficial for you?	79	11	10	78	15	7	73	14	13

TABLE 21

RESPONSES OF SECONDARY STUDENTS TO SUMMER SCHOOL PROGRAM EVALUATION QUESTIONNAIRE

Grades 10-12

Question	Percent of Responses by Grade								
	Grade 10 N= 297			Grade 11 N= 462			Grade 12 N= 395		
	Yes	Somewhat	No	Yes	Somewhat	No	Yes	Somewhat	No
1. Has summer school helped you acquire the academic skills you need?	78	19	3	79	18	3	77	19	4
2. Was your summer school experience benefical?	76	20	4	77	18	5	76	19	5
3. Were your summer school teachers very helpful?	85	13	2	84	13	3	86	11	3
4. Were the course objectives explained to you?	84	10	6	87	7	6	87	8	5
5. Did you have problems registering for summer school?	21	7	72	19	8	73	14	11	75
6. Was the time of your class satisfactory?	39	24	37	45	22	33	50	26	24
7. Did you have difficulty with summer school course assignments?	14	21	65	13	20	67	11	19	70
8. Do you have reading problems?	7	8	85	8	8	84	7	8	85
9. Did the number of students in your class make it hard for your teacher to give you help?	18	18	64	15	15	70	9	11	80
10. Were you able to take the course(s) you needed?	80	6	14	82	5	13	86	3	11
11. Was summer school benefical for you?	81	13	6	80	11	9	79	14	7

TABLE 22

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 7, (N=336)

Question/Responses	Number of Responses
List some ways in which the Summer School Program could be improved.	
Need air conditioner	22
More discipline	11
More teachers	10
Shorter hours	9
Change hours	7
Longer breaks	5
Smaller classes	5
Allow students to take book home	5
Offer a reading class	3
Better teachers	2
More homework	2
Allow more absences	1

TABLE 23

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 8, (N=300)

Question/Responses	Number of Responses
List some ways in which the Summer School Program could be improved.	
More teachers	15
More textbooks and supplies	14
Air conditioned classrooms	9
Let the students chose what time they want to report to classes	8
Afternoon classes	7
Lunch	6
Flexible break periods	6
Water fountains with cold water	6
Science equipment	6
Challenging class assignments	5
Permit students to take more than one course	5
Smaller classes	4
Tighter school security	4
Suspend students who cause trouble in classes	3
Shorter class periods	3

TABLE 24

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 9, (N=342)

Question/Responses	Number of Responses
List some ways in which the Summer School Program could be improved.	
Shorter class periods	50
Longer break period	37
Change hours of arrival and departure	37
Air conditioning needed	24
More and better teachers	16
Smaller classes	12
Offer more than one class per student	5
Have field trips and assemblies	5
More and better equipment and supplies	4
Improve the lunch program	4
Explain objectives more clearly	4
Cold water in water fountains	2
More homework	2
More computer use	1
No open space	1

TABLE 25

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 10 (N=297)

Question/Responses	Number of Responses
List some ways in which the Summer School Program could be improved.	
Shorter classes	71
Longer break	53
More teachers	24
Smaller classes	15
Offer more than one course per student	15
Air conditioning	7
More discipline	6
Change class time	6
Allow more than three absences	5
Cold water	4
More work	3
Boys allowed to wear shorts	3
Better teachers	1

TABLE 26

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 11, (N=462)

Question/Responses	Number of Responses
List some ways in which the Summer School Program could be improved.	
Shorter class hours	79
Longer breaks	72
Need air conditioning	44
Offer and be able to take more than one course	35
More teachers	25
Change morning arrival time to a later time	15
Better lunches	13
Smaller classes	12
Take four hours of school and divide into two courses instead of one	11
Better teachers	10
Better student behavior	10
Hold summer school closer to student homes	6
Should be able to wear shorts	4

TABLE 27

OPEN-ENDED RESPONSES TO THE 1983
SUMMER SCHOOL STUDENT QUESTIONNAIRE

GRADE 12 (N=395)

Question/Responses	Number of Responses
List some ways in which the Summer School Program could be improved.	
Short class periods	66
Longer break	59
Air conditioning	33
More teachers	30
Offer more than one course per student	27
Smaller classes	10
More and better supplies and books	8
Organize a lunch period	7
Better teachers	7
Keep troublemakers out of school	4
Change summer school hours	3
Boys be able to wear shorts	3
No open space	3
Allow more absences than three	3
Provide transportation	2
Better summer school registration procedures	1
Tutors	1
Challenging work	1